

Formation of Future Specialists' Communicative Competence in Language Disciplines Through Modeling in Game of Professional Situations

Marina V. Sturikova^a, Nina V. Albrekht^a, Irina M. Kondyurina^a,
Svetlana S. Rozhneva^a, Larisa V. Sankova^b and Elena S. Morozova^c

^aRussian State Vocational Pedagogical University, Ekaterinburg, RUSSIA; ^bYuri Gagarin State Technical University of Saratov, Saratov, RUSSIA; ^cSamara State University of Economics, Samara, RUSSIA

ABSTRACT

The relevance of the research problem driven by the necessity of formation of future specialists' communicative competence as a component of professional competence with the aim of further professional mobility of graduates. The purpose of the article is to justify the possibility and necessity of formation of the required competencies in language disciplines at the University through the simulation of professional situations in practical classes. Leading method to the study of this problem is empirical, allowing to reveal the modeling capabilities in the game of professional situations and the use of games as forms of work in the classroom. Different variants of the experimental materials are developed and tested : game situations on a professional theme, tests, assignments, exercises, questions, reference work, selection of texts on pedagogy and education in our country and in the country of the target language. The article can be useful in practical work, to the teachers of language courses, not only at the universities, but also at schools, colleges, as well as interesting to all who are connected with professional pedagogical activity.

KEYWORDS

Communicative competence, competence formation, language of the discipline, the game, professional situation

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Introduction

Radical changes in the entire system of education in Russia requires a fundamentally different approach to the study of linguistic disciplines in higher education whose primary purpose is to ensure proficiency in their native (Russian) and foreign language as means of formation of communicative

CORRESPONDENCE Marina V. Sturikova  sturikova_marina@mail.ru

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competence for professional, scientific and everyday communication. Graduates, possessing communicative competence at a high level, are more competitive in the labourmarket and professional mobility. However, psychologists, linguists, specialists of other fields of study note that students ' communicative competence is reduced and does not fully meet the requirements presented in the standards of higher education, even though this competence is an essential component of training future teacher in vocational education.

In recent years in the methods of teaching linguistic disciplines in higher education the tendency is towards greater integration of such subjects as "Russian language and culture of speech", "Stylistics of the scientific text", "Rhetoric", "Judicial eloquence", "Editing", "Foreign language", etc. in the system of training future specialists in the field of vocation education for the purpose of development of communicative competence of students at the high level was planned. Needs of trainees mainly determined by their future professional activity and the context which drives the mechanisms of motivation and thus contributes to the effectiveness of the learning process.

Under the communicative competence « we understand the ability of voice identity perception of others and the generation of their statements in accordance with the norms of speech etiquette and speech behavior adequate to the objectives, fields, communication situations, including knowledge of the orthoepic, grammatical, lexical rules, received cash basic concepts: styles, types of speech, structure, description, narrative, reasoning, methods of communication sentences in the text. It is a complex skill that involves the free manipulation of information in the process of communication. These skills are necessary for successful communication and develop in the learning process. The level of development of communicative competence depends on the effectiveness of professional activity" (Sturikova, 2009).

Development the discipline «Foreign language» by students forms communicative competence, i.e. "ability of the trainee functionally use a foreign language as the means of communication and cognitive activity: ability to understand authentic foreign-language texts (listening and reading), including to define interrelation, complimentarily, interdependence of separate parts of the text, to transfer information in the coherent reasoned statements (speaking andwriting), and also use a foreign language on the basis of cross-disciplinary approach as means of formation of a complete picture in the world" (Albrekht & Kondyurina, 2016).

The main problems connected with the development of foreign-language communicative competence of students are caused, mainly, by the discrepancy of theoretical nature of knowledge to the actual content of professional work. «Elimination of this contradiction is possible by creation a foreign language situations in the classroom adequate to professional activity which act as an important condition of formation of communicative competence in the process of learning a foreign language, such as discussions, business games, creating personally significant situations, etc." (Maslyko & Babinskaya, 2004). Experience shows that «not only children, but also adults play with pleasure, it is interesting to young people 18 – 20-year age. Game methods of training have unique educational, didactic possibilities» (Ezrokh, 2014).

Game training methods (role, situational, organizational and activity, business) «represent a part of educational process; they are united by single



content, a plot, participants. The game method is used according to the main content of training, helps to intensify educational process, to acquire necessary knowledge, skills and use them in the situation which is close to real life: role-playing game «Increase in a position», «Dismissal», etc.; organizational and activity game «Strategic priorities of development of power industry in Sverdlovsk region», business game «Creation of the summary», «Development of rules of conduct of the student, etc» (Sturikova, 2015).

The accumulated experience shows that students demonstrate for games, in which the professional situation is simulated, increased interest as in the course of the game created an environment conducive conditions promoting involuntary assimilation of the studied material, development of their professional and creative abilities. The unusual form of training, its non-standard character also promote maintenance of interest not only in the studied subject, but also the chosen profession. «On the one hand, such an approach combines the strict formal methods of teaching, like classroom work and the study of language-a materials, with informal ones» (Evtyugina, Simonova & Fedorenko, 2016).

«An effective means of fundamental nature's harmonization and a practical orientation of the teacher's vocational education is a business game. The participants study to make professional decisions, to estimate them, to correct them» (Saranzev, 2016). During the game the students «has the ability to organize training process, manage and apply knowledge and skills in various situations, to make hypotheses, design forecasts, develop various versions of the solution of communicative tasks» (Saranzev, 2016).

Practice shows that training in a foreign language is possible to use the following games: grammatical, lexical, phonetic, orthographic, «which can be used to correct pronunciation and to promote the formation and development of lexical and pronunciation skills». And «creative games» contribute to the further development of language skills" (Kondyurina, 1999). It should be noted that «gaming methodology encourages the independent extracurricular work of students, which contributes to deepening their professional knowledge and the development of moral and volitional qualities" (Ezrokh, 2014).

So the game modeling of communicative situations is the method of training which allows you to manage the scheme reciprocate at different levels and is a process of research most capacious socially and professionally significant situations, with maximum consideration of the program's educational materials.

«Game modeling is a heuristic tool of research of relevant pedagogical phenomena, processes, or different educational systems through the construction and study of their models for further use in teaching practice; it is an important instrument for the development of pedagogical abilities of students in the process of studying the content of academic disciplines» (Fominykh et al., 2016), the gaming simulation in «teaching foreign languages allows to achieve a high degree of adequacy to the real situation and its model, where the line between reality and game is mobile and depends on the degree of acceptance of roles" (Maslyko, 1989).

Modelling of the professionally-oriented situations represents the following system of pedagogical influence: "the development of students simulated social roles with the aim of formation of readiness and ability to assess a professional situation with different social positions; the definition of the interaction style

and the transition to execution, dynamic roles with the purpose of correction of style of interaction; the transition to the constant performance of roles at a new qualitative level, with the aim of developing skills for organization of constructive interaction and finding solutions to professional and pedagogical problems in the conditions of modern socio-economic situation. Technology training role of interaction was implemented with a group, involving the production of professional-pedagogical problems in the group, the distribution of students' roles in the discussion and solution of problems and presentation of solutions. When evaluating group work each group was evaluated not only the result but also the decision-making process, the level of formation of skills of students interact effectively" (Albrekht, 2009). It follows from the foregoing that the task of formation of communicative competence at the linguistic disciplines successfully the method of play of the situations modeling professional communication, is one of the most effective methods of training that allows you to control scheme reciprocate at different levels.

The activation of motivational and cognitive activity of students by modeling a game of professionally significant situations promotes purposeful formation of communicative competence of University students.

Methodological framework

Research methods

The following methods were used during research : theoretical (analysis of the concept «communicative competence» approaches, forms of work of formation of students ' communicative competence; the synthesis of scientific approach to the formation of communicative competence and practical experience; a synthesis of the main results of the study); the empirical (observation of the formationof students' communicative competence, measure, using a specially developed assignments, tests, etc., comparison of indicators); experimental (formative experiment); methods of mathematical statistics and graphical display of results.

The experimental base of the research

Skilled experimental base of the research was conducted at the Russian state vocational-pedagogical University, the Ural Institute of State fire service of EMERCOM of Russia.

The stages of the research

Experimental work was carried out in three stages:

In the first stage, the design was defined by subjects, the materials of which was assumed the experimental researches: « The Russian language and culture of speech», «Stylistics of the scientific text», «Rhetoric», «Judicial eloquence», "Edit", "Foreign language". At this stage, we used the methods of pedagogical projecting in the natural conditions of the vocational pedagogical University, analysis of terms and concepts, participant observation, questionnaires etc.

In the second stage, forming, has been developed and tested different variants of the experimental materials: game situation on a professional theme, tests, assignments, exercises, questions, reference work, selection of texts on pedagogy and education in our country and in the country of the target language

that have been discussed with teachers. Main research methods were the methods of study and generalization of pedagogical experience, survey, monitoring, measurement and control, expert evaluations, the experimental research work, introduction of innovations in educational institutions.

The third stage is a correction one, additions were made to the content of the study, the treated, clarified and summarized the results, conclusions. The methods for the interpretation of the results, questionnaires etc. were used.

Results

Research methodology

To achieve more effective results in the development of students' communicative competence, we use the method of play of modeling communicative situations of professional communication. This method of learning doesn't only help students to improve their level of the Russian and foreign language, but also increases the level of competence in their professional activities. It should be noted that when using the method of gaming simulation it is important for the teacher to be guided in features of future professional activity of students as its contents has to define, in our opinion, forms and methods of teaching in the classroom. Thus, on the one hand it is necessary to fulfill the professional orientation of students in the classroom for language disciplines and on the other hand, the organization of educational process requires the use of modern and the most effective ways of learning. All this testifies to the contradiction between the need to improve professional training and available resources. The elimination of this contradiction implies the existence of such funds, the use of which contributes to the formation of communicative competence of students at the University that provides the link between the components of vocational education. In the course of study, it is established that effective means of formation of communicative competence for language subjects is the game.

In modern methods of teaching language game activities performs the following functions:

- 1) entertainment: delight, inspire and awaken interest;
- 2) communication: the development of the dialectic of communication;
- 3) self-realization: through hands-on activities through the creation of verbal works;
- 4) game therapy: overcoming communicative obstacles.

The main principles of the formation of communicative competence of future specialists in language disciplines through simulation of game situations include:

1. The lack of any form of violence in the engagement of students in the game.
2. Principles of development of the game dynamics.
3. The principles of maintaining a gaming atmosphere (maintenance of the real feelings of the students).
4. The principles of the relationship of gaming and non-gaming activities. It is important for teachers to transfer the basic meaning of game actions in real life and professional experience of students.

5. The main principles of the transition from simple games to complex gaming forms. The logic of the transition from simple games to complex associated with the gradual deepening of the diverse content of games and rules from game state to game situations, from imitation to the gaming initiative from local games to the games-complexes and professional.

Leading approaches in the formation of communicative competence of future specialists in language disciplines through the use of games are competence-based and personal activity, the principles of humanism and social and cultural dependence.

During the experimental work the authors used observation and recording of experimental lessons; conversations with teachers and students participating in the experiment; testing of students; the performance of tasks stipulated in «Manual on autodidacticism»; the study results of students (independent and control works); educational games in a foreign language with teaching content; conducting independent tests using specifically designed tasks.

The purpose of the experimental work is: to verify the level of formation of communicative competence of students of linguistic disciplines by modeling the game in professional situations. Control and experimental groups on the first and second courses have been allocated to achieve this goal. Work in the control groups was carried out according to traditional programs using traditional methods and forms of education. Work in experimental groups was carried out with simulated game situations. The results of the experimental work has allowed to make conclusion about positive dynamics of the development of students' communicative competence in the classroom of linguistic subjects in both groups, but in experimental groups, which used it as a simulation of professional situations through play, motivation of the students was significantly higher than in control groups.

Development indicators of students' communicative competence in language disciplines

Based on diagnostic tools, we took four levels of development of communicative competence: elementary, adaptive, basic and creative. Communicative competence of students was assessed according to the following ten indicators: conformity of speech, language norms, possession of vocabulary, coherence of presentation, accuracy and expressiveness of speech, pauses while solving professional tasks, the use of non-verbal communication, speech and professional ethics, the achievement of communicative goals, tolerance of participants of professional communication, resourcefulness in emergency situations. For each indicator, it was possible to get from 1 to 3 points.

The number of points corresponds to the following levels: elementary (0 – 8 points), adaptive (9 – 16 points), basic (17 to 23 points), creative (24 – 30 points). We have identified the level of development of communicative competence of students in the control and experimental group before and after the experiment and expressed in %(Table 1).

Table 1. Level of development of communicative competence of students in the control and experimental group before and after the experiment expressed in %

Levels	Before experimental work	After experimental work
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	Control group(%)	Experimental group (%)	Control group (%)	Experimental group (%)
Elementary	20,8	21,9	18,8	14,6
Adaptive	46	44,7	46,6	43,2
Basic	26,5	26,9	27,3	32,3
Creative	6,7	6,5	7,3	9,9

The table 1 shows that the base level reached 32.3% of students who were engaged in the experimental group (increased by 5.4%) and 27.3% of the students who studied in the control group (increased 0.8%); creative level reached 9.9% of students who were engaged in the experimental group (increased by 3.4%), and 7.3% who was in the control group (+0.6%). The number of students at the elementary level has much more decreased: in the experimental group it was 21.9 per cent, was of 14.6% (down 7.3%); in the control group it was 20.8 per cent, was 18.8 per cent. (down 2%).

Thus, the form of work of modeling developed and implemented in educational process in a game of professional situations showed effective results. Students of experimental groups coped more successfully with all tasks therefore their level of development of communicative competence is higher, than at students in control groups.

Discussions

Higher school implements its competency-based approach to training, assumes a dual responsibility: the graduate should possess, on the one hand, sufficient and adequate to the requirements of the employer qualifications; and on the other hand, complex of met abilities, over professional skills and abilities», to which communicative competence belongs (Amirova & Fedorova, 2014). The problem of formation of students' communicative competence has been actively investigated in recent years in connection with the introduction of new educational standards. Considering communicative competence in the context of the description of a foreign language as a school subject, V.V. Safonova (2014) especially accents that «orientations to the communicative and culture-focused language education have been recognized as dominants both at a learning of foreign languages, and studying of native (Russian) language». According to the author, "the solution of questions of standardization of language education from a multicultural component is hardly possible without clear idea of levels of cultural development of the individual by means of languages which are studied together in the course of moving from one stage of education to another, from monolingual to bilingual sociocultural competence and then multicultural competence» (Safonova, 2014).

Formation of communicative competence of future specialists in language courses in vocational and pedagogical University will be effective through the use of active forms of learning, among which we distinguish the simulation of game situations. Game theory as a human activity developed in some detail and comprehensively by philosophers, psychologists, anthropologists, culturologists.

W. Wundt (1896) considered the game as an analogue of the practical, labor activity. «A game is a child of work», he wrote. D.B. Elkonin (1976) in his book «The psychology of the game» gave a critical analysis of the great explorers' theories, he traced the development of games' theories from the late nineteenth

century to the present time. A significant contribution to the development of the game's theory made L.S. Vygotskiy (1934). He has confirmed a hypothesis of psychological essence of the developed form of role-playing game.

The main provisions of the hypothesis are the following:

1. The essence of the game is that it is the fulfillment of desires, but not rare, and generalized effects.

2. Central and characteristic of game activity is the «imaginary» situation, consisting in acceptance by the child into adult role and its implementation in the game situation created by the child himself .

3. Any game with the "imaginary" situation is at the same time a game with rules, and any game with rules is a game with "imaginary" situation. Rules in a game are rules of the child for himself, rules of internal self-restriction and self-determination.

3. Every game with "imaginary" situation is, however, a game with rules, and every game the rules are playing with "imaginary" situation. The rules of the game are the rules of the child for himself, the rules of inner self-restraint and self-determination.

According to L.S. Vygotskiy (1934), a game comprises all tendencies of development, it is a source of development it is also creates zones of the next development, there are changes of requirements and change of awareness of general nature behind a game.

In high school the game should «constitute an independent cognitive activities of students within specific rules and conditions, aimed at finding, processing and assimilation of educational information for decision-making in a problem situation» (Akhmetov & Khaidarov, 1985). Ensuring dynamism and productivity of thinking, speed of memory in the process of mental and cognitive activities, educational game becomes means of intellectual development. Experience shows that students show for games increased interest, as in the course of the game created an environment conducive to involuntary assimilation of the studied material, development of their creative abilities and activity. The unusual form of training, its nonstandard character, also helps to maintain the interest to the subject.

The most active educational game used in the classroom in a foreign language, because of the peculiarities of the subject, whose main goal - teaching the language as means of communication of all participants and motivates speech activity.

Its application promotes communicative - activity character nature of training, a psychological orientation of lessons on development of speech and thinking activities of pupils by means of the learned language, optimizations of intellectual activity of pupils in educational process, complexity of training, its intensification and development of group forms of work.

Game doesn't resist to traditional type of training, it doesn't contradict modern pedagogical theories and in the future it may become one of forms of the integrated training in which all types of education' ll unite, the best that was, is and will be in the theory and technology of training.

The learning objectives of the game are divided into various types: role-playing, research, business, educational, organizational, communication and



training. The main goal of the study games at the lessons with students, in the opinion of the majority of didactics, is to enhance the educational process, the creation of steady learning motivation and, as a result, the development of communicative competence at a high level.

Conclusion

It was found that:

1. Leading approaches in the formation of communicative competence of future specialists in language disciplines are competence-based and personal activity, the principles of humanism and socio-cultural conditionality.
2. Game work forms (collective, group, individual) contribute to the development of communicative competence of students of professional-pedagogical University language disciplines.
3. Specially developed complex of exercises for developing communicative competence in the classroom on linguistic disciplines is necessary and sufficient.
4. Summarizes the results obtained, experimentally proved the effectiveness of theoretical and practical propositions of the study, namely, the positive dynamics of development of communicative competence of students of professional-pedagogical University in the classroom for linguistic disciplines.

A promising direction of research is the creation of methods of development of students' communicative competence of professional-pedagogical University subject areas and profiles.

Recommendations

In the state program, adopted by the Government of the Russian Federation «Development of education» for 2013-2020 (subprogram «Development of professional education»), particular attention is paid to the formation of competencies that are demanded in a modern social life and the economy. Higher education plays an important role in the formation of social competences, among which a special place is given to communicative competence.

Communicative competence is interdisciplinary, and its formation is provided in the new educational standards of undergraduate and graduate programs.

The article on the formation of communicative competence can be useful in practical work, for the teachers of language courses, not only universities, but also schools, colleges and can also be interested to all who are connected with professional pedagogical activity.

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Notes on contributors

Marina V. Sturikova is PhD, associate professor of Russian State Vocational Pedagogical University, Ekaterinburg, Russia.

Nina V. Albrekht is PhD, associate professor of Russian State Vocational Pedagogical University, Ekaterinburg, Russia.

Irina M. Kondyurina is PhD, associate professor of Russian State Vocational Pedagogical University, Ekaterinburg, Russia.

Svetlana S. Rozhneva is student of Russian State Vocational Pedagogical University, Ekaterinburg, Russia.

Larisa V. Sankova is Dr. of Economics, Professor, Head of Labor Economics and Economics of production complexes Department, Yuri Gagarin State Technical University of Saratov, Saratov, Russia.

Elena S. Morozova is Associate Professor of Samara State University of Economics, Samara, Russia.

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